DOCUMENT RESUME

ED 178 012 HE 011 933

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TITLE The Administrator and Affirmative Action.
PUB DATE [79]
NOTE 22p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Affirmative Action; *Black Students; *Black Teachers; Civil Rights; College Admission; College Faculty; College Integration; College Students; *Discriminatory Attitudes (Social); *Educational Discrimination; *Employment Practices; Equal Education; Equal Opportunities (Jobs); Higher Education; Minority Groups; Personnel Selection; *Racial Discrimination; Salary Differentials; Sex Discrimination; Student College Relationship; Student Needs; Student Teacher Relationship; Teacher Promotion
IDENTIFIERS Civil Rights Act 1964; Education Amendments 1972; Equal Pay Act 1963

ABSTRACT

Current experiences and practices that exist in some colleges and universities that violate the Civil Rights Act and affirmative action legislation are discussed. Treatment of the average black, other minority, and women candidates as compared to the average white candidate is questioned in regard to staff recruitment, assignment to line as opposed to staff positions, salary levels, staff-supervisor relationship, peer relationship, cooperation of subordinates, advancement potential, and self-actualization. It is contended that token recruitment efforts have been made in an effort seemingly to comply with affirmative action mandates and that very little, if any, academic or social planning was done to prepare the university community to deal effectively with the admission of minority students. The needs of the black student in white institutions have for the most part not been given adequate attention in such areas as educational planning, financial aid, health, and personal problems. Some noted blacks that have made achievements and contributions that may inspire other blacks are listed. Student services that should be providing sensitive and responsive support to black and other minority students are noted. Teachers in the classroom and academic advising setting need to be aware of deep-rooted attitudes that may affect their treatment of black students. (SW)

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THE ADMINISTRATOR AND AFFIRMATIVE ACTION

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THE ADMINISTRATOR AND AFFIRMATIVE ACTION

THE PLIGHT OF BLACKS, OTHER MINORITIES AND WOMEN

In the April 11, 1977 edition of the Chronicle of Higher Education, Senator Birch Bayh, Democrat from Indiana indicated that, "the Department of Health, Education and Welfare's Office of Civil Rights is a mess. In a study conducted for the Senator by the General Accounting Office, they found that, the civil rights office lacked:

- Detailed information about the civil rights cases it had handled.
- Uniform policy guidelines.
- Staff experience.
- Internal coordination among its different divisions.
- Coordination between its national office here and its 10 regional offices.
- Coordination with the HEW Programs it had supposed to be monitoring for civil rights violations.

The G.A.O. further found that for fiscal years 1970-1976, the Office for Civil Rights had no way of knowing:

- How many race, sex or other discrimination complaints it had received.

- To what stages of investigation various complaints had progressed.
- How many cases had been closed.
- What proportion of complaints had led to on-site reviews.
- How much staff time was spent on an average complaint."[1]

With such inefficiency and ineffectiveness at the Federal level, it doesn't take much intelligence to realize the probabilities of the same type of behavior being promoted at the state level and ultimately at our colleges and universities. Since the 1960's affirmative action plans have been written and re-written by college and university administrators and staff throughout the U.S. There are allegations that the majority of these plans are written primarily for H.E.W., but not for the faculty, staff, students and the community. Such allegations further indicate that these documents, beautifully organized and typed, lay on shelves gathering dust, full of political and superficial goals and time tables that haven't the least realistic intent or commitment to move in the direction of full and effective equal opportunity and non-discrimination.

A study done by Scruggs indicated that, "the American culture trait of racial prejudice has led to a history of

systematic attempts to exclude blacks from participation in its institutions. These attitudes still hold fast after twenty years of desegregation - integration."[2]

Nason further indicated that, "Most likely, the social pressure for civil rights from all sources has modified the observable behavior of white managers. The result is that racism is exerted at a more subtle level and is more difficult to combat. For example, it is easier to combat racially based hiring and promotion policies if they are translated into formal policy by the organizations managers than if they are informally agreed upon and covered by rationalizations of job qualifications and seemingly objective screening tests."[3]

A position paper by Reed indicated that, "over the years, more black men and women have turned to education as a professional career than to any other field. It has offered them a relatively broad avenue to self-fulfillment, economic advancement and middle-class respectability. While education has afforded many blacks "a way out" it has not provided equal opportunity within the profession."[4]

The time for lip service, token steps and other superficial tactics has gone. It is time to get on with the business of accountability in enforcing: (1) Title VI of the Civil Rights Act of 1964 which bans discrimination on grounds of race, religion, or national origin in educational

programs receiving federal funds; (2) Title VII of the Civil Rights Act of 1964 which bans discrimination in employment on the basis of race, color, religion, national origin or sex; (3) The Equal Pay Act of 1963 which bans sex discrimination in salaries and fringe benefits and (4) Title IX of the Education Amendments of 1972 which bans sex bias in federally assisted education programs or activities.

Several variables are presented in an effort to demonstrate some of the current experiences and practices that exists in some colleges and universities. Such experiences and practices have facilitated and promoted the status quo which subsequently violates the previous laws identified.

RECRUITMENT PRACTICES

Is it common to hear administrators explain that the reason they don't have blacks and other minority and women teaching faculty and administrators in their divisions, departments and programs is because they can't find "qualified candidates."

In such instances, there are several questions that must be asked: Are the administrators really serious about recruiting these candidates? Have they really gone out, physically, advertise, etc. and made concerted comprehensive effort to recruit these candidates? Are they taking the average black and other minority and women candidates as

they take the average white? Are they promoting the philosophy of hiring qualified as opposed to best qualified candidates in an effort to hire a satisfactory number of minority and women?

There are additional questions that must be addressed, such as the following:

1. Are administrators writing job qualifications to fit a friend or family member?
2. Are administrators advertising positions when the job has already been filled or committed to someone in advance?
3. Are administrators requiring search and screen committees for blacks and other minority and women candidates and none for whites?
4. Are degree requirements waived for white candidates and not for blacks and other minority and women?
5. Are administrators putting whites into interim and acting positions, grooming them for the job and later moving them in permanently - and not offering the same opportunities to blacks and other minority and women?
6. Are there uniform selection criteria established among academic and administrative affairs divisions, departments and programs in the recruitment of

teaching faculty and administrators? For example, does one department (without proper justification and documentation) require a terminal degree for its lowest academic rank while other departments do not require a terminal degree?

7. Are the administrators required to document reasons for the rejection of blacks and other minority and women candidates?

LINE AND STAFF POSITIONS

Line positions, in colleges and universities, empower the personnel members to play a direct and tangible part in the attainment of division, department or program objectives by possessing and exercising authority and supervision in the formation and implementation of policies, procedures, personnel control, planning and organizing. Staff position personnel members possess no direct authority or supervision but are primarily responsible for advisory functions.

Are blacks and other minority and women relegated to staff positions whereas the line positions are preserved for whites to exercise the power and authority? Such practices obviously tend to promote the interests and concerns of whites and eliminates blacks and other minority and women impact on influencing policies, procedures, etc.

SALARY EQUITY

Are blacks and other minority and women with higher degrees and more experience than whites usually employed at lower salaries? Are their annual and promotional increases usually lower than whites? Are there documented guidelines and standards that identify specifically what the beginning and promotional salaries will be according to earned degrees and years of experience? If these standards exists, are they applied equitably?

RELATIONSHIP WITH SUPERVISOR

What type of relationship exists between the supervisor, blacks and other minority and women faculty and staff? Is there exemplified professional respect, integrity and reasonable expectations or - are there often instances of hostility, fear and ambiguity? Are they allowed to participate democratically in the development, implementation and monitoring of policies and procedures that affect their division, program and the university community?

PEER RELATIONSHIP

Are the blacks and other minority and women considered equals among their peers or - are they perceived as inferior beings that are not capable of rendering competent,

effective and efficient services to the students, university and community? Are there efforts to advise and assist blacks and other minority and women to develop their best potential in teaching, research and community services?

COOPERATION OF SUBORDINATES

Are the blacks and other minority and women that are hired in administrative positions receiving the support, cooperation and respect from their subordinates? Are these administrators able to possess and exert power and authority heretofore reserved for whites only or are they mere token administrators that are powerless and merely manipulated by their white subordinates.

ADVANCEMENT POTENTIAL

Are blacks and other minority and women awarded promotion and tenure based on their meritorious performance in teaching, research and community service or based on their being a part of the in-house click? Are there dual systems that tend to award promotion and tenure to whites and denial to blacks and other minority and women? Are there documented standards that identify specifically the criteria, procedures and processes for applying for and obtaining promotion and tenure? Are these standards monitored?

SELF-ACTUALIZATION

Are blacks and other minority and women given opportunities for professional growth and development in their teaching, research and administrative positions? Are there feelings of self-fulfillment obtained from being in teaching, research and administrative positions? Are they able to use their own unique capabilities and realize their potentialities? Are there feelings of worthwhile accomplishments in their teaching, research and administrative positions?

THE RECRUITMENT AND RETENTION OF BLACK AND OTHER MINORITY STUDENTS

RECRUITMENT

No thorough review or assessment of the effectiveness or ineffectiveness of administrators providing equal opportunity and non-discrimination on colleges and university campuses can be concluded until the problems, issues and concerns of the black and other minority students are examined. As history and personal experiences often reminds us, not only did pressure from civil rights groups, court orders and a variety of other forces influence predominant white institutions of higher education to integrate their institutions with blacks and other minority teaching faculty, administrators and other staff, but also to integrate their

student body with same.

"Token" recruitment efforts were made in an effort to seemingly comply with affirmative action mandates, and to continue the influx of federal grant dollars. Their objective was to recruit "showcase" blacks and other minorities.

Very little thought or consideration was given to the students' prior academic preparation, financial resources and expenses. Very little planning, if any, academically or socially was done to prepare the university community to deal effectively with these students. Bowles and DeCosta indicated that, "the colleges have been unprepared for the black students. The students come from a background unknown to the colleges, and they do not have advisers or faculty members or even other students who are ready to talk to the new students, or programs to offer them, or even the privilege of entry into the group life of the college. And it appears, there is no mediating apparatus in most colleges by which communication between the college and its new Negro students can be established. In other words, the black surge into higher education has found both parties unprepared."[5]

In 1969, Bayer and Boruch asserted that, "the recent legal and social stress on integration has prompted competition in the recruitment of black students. Not only do the Negro

colleges compete for the same students, but the predominantly white institutions are increasingly competing, both among themselves and with the predominantly Negro institutions, for the same black students."[6]

Further complications of the problem is realized through the writings of Naughton as he indicated that, "For generations the black student on the white campus of necessity had to go his own way. Often he was unwanted and misunderstood. Almost always his unique needs and his potential for contributing to the campus community and the nation was overlooked or ignored... I talked with black students who are enrolled in public as well as private white institutions. Many of them expressed feelings of meaninglessness, powerlessness, and alienation from the campus mainstream."[7]

RETENTION AND ACCOMPLISHMENTS

It is obvious from the literature that recruitment alone is not enough. Such limited vision and neglect of adequate preparation has often proven disastrous to the black and other minority students both physically and psychologically. From the author's formal and informal conversations with black and other students at predominantly white colleges and universities, from an extensive review of literature in the field and from general conversations with some of the dropouts

that are roaming the streets each day, it is concluded that such problems, to a great extent, have not been alleviated. This is not to say that a considerable number of white colleges and universities are not attempting to deal effectively with these students, but the overwhelming majority of them are making very little progress and sometimes none.

According to Naughton, "in addition to providing access to college and providing tutorial assistance for black students when indicated, culturally diverse faculty members are crucial if pluralism in higher education is to be viable.... If the black student's access to the white institution is to be fruitful and if cultural diversity is to flourish, faculty and administration must understand the difference between assimilation (loss of assured identity) and integration (freedom to move, relate, and interrelate while still retaining one's black identity)...

Although blacks should be represented on the faculty of the white institution, they should also be visible in staff positions and jobs unrelated to institutional housekeeping and maintenance....

Perhaps the most critical factor affecting the success of black students is counseling and guidance. Black students frequently leave high school without clearly defined career goals. Besides, they often lack information about college in general. Once in the white institution, what they

receive is not, some students report, what they had anticipated. Recruiting officers, faculty members and administrators must consider the needs of the black students in such areas as educational planning, financial aid, health, personal problems, and the like."[8]

Blacks and other minorities have often looked to education as a means to escape, a means to lift themselves from the shackles of oppression, a means to better themselves economically, a means to obtain a job and career with retirement and fringe benefits that are expected to make him or her a productive human being - a citizen of society that is counted as an asset and not a liability.

They have had to deal with the impared beliefs, expectations and assumptions that he or she were not intelligent enough to attend a college or university and obtain a degree, that they are inferior. Fortunately, more and more minorities in the home and community are realizing that such imposed beliefs, expectations and assumptions are ridiculous, self-destructive and extremely detrimental to their strive for educational, political, economical and social opportunities.

The authentic history of the achievements and contributions of minorities in general and blacks specifically throughout this country and abroad have proven that there is no such thing as an inferior race, that blacks and other minorities are intelligent enough to achieve and make significant

contributions, if and when opportunities prevail regardless to race. It is worthy to note a few local, national and international blacks that overcame the time, circumstances and situations that were and are so critical, self destructive and extremely detrimental to blacks physically and psychologically, as a race.

These noted blacks made giant steps with their achievements and contributions which serve as significant inspiration to blacks, old and young throughout this country and abroad. A few such blacks are the following:

- Booker T. Washington - educator, leader and founder of Tuskegee Institute
- W.E.B. Dubois - educator and historian, scholar
- Carter G. Woodson - educator and historian
- James Weldon Johnson - poet and author
- Richard Wright - writer
- Jessie Fauret - fiction writer
- Paul Roberson - actor and singer
- Bessie Smith - blues singer
- Josephine Baker - musical star
- Joe Lewis - heavyweight boxing champion
- Adam Clayton Powell - United States Congressman
- Mary McLeod Bethune - founding president of Bethune-Cookman College
- Benjamin O. Davis, Sr. - first black to hold rank of brigadier general in the United States Army

- Langston Hughes - Poet and writer
- E. Franklin Frazier - scholar and sociologist
- Roy Wilkins - Executive Secretary of the NAACP
- Malcolm X - leader of black masses
- Charles Diggs, Jr. - United States Congressman
- Edward W. Brooke - United States Senator
- Julian Bond - State Legislature and Lecturer
- Shirley Chisholm - United States Congresswoman
- Carl Rowan - Distinguished Journalist and formal Diplomat
- Thurgood Marshall - Supreme Court Justice
- Sammy Davis, Jr. - Actor and Entertainer
- Sidney Poitier - Actor, Producer
- Muhammad Ali - Heavyweight Boxing Champion
- Andrew J. Young - United States Ambassador to the United Nations
- Patricia Roberts Harris - Secretary of the Department of Housing and Urban Development
- Clifford Alexander, Jr. - Secretary of the Army
- Benjamin D. Brown - Deputy Chairman, Democratic National Committee
- Martha Mitchell - Special Assistant to President Carter
- Wade H. McCree, Jr. - Solicitor General of the United States
- Yvonne Brathwaite Burke - United States Representative
- Alex Haley - Author of ROOTS
- Benjamin Hooks - Executive Director of NAACP
- Rev. Jesse L. Jackson - National President Operation PUSH

- Barbara Jordan - United States Representative
- Vernon E. Jordan, Jr. - Executive Director of the National Urban League
- General Daniel James, Jr. - Commander, North American Air Defense Command
- Hon. Wallace Muhammad - Chief Iman, World Community of Islan in the West
- Coretta Scott King - President M.L. King Jr., Center for Social Change
- Martin Luther King, Jr. - Founding President of the Southern Christian Leadership Conference, Winner of the Nobel Peace Prize and Champion of Civil Rights

Blacks and other minorities have the desire, just as any other race, to lift themselves beyond the welfare lines, beyond the food stamp lines, social security, the unemployment, crime and delinquency. As the unemployment rate and the cost of living continues to rise, there is no doubt in the author's mind that the least prepared minorities educationally will be more vulnerable in terms of employment. There will no doubt be exceptions, but the educated minorities will at least have more opportunities to compete.

Technological automation has advanced man's vision and capabilities to great depths and horizons. Those minorities without the knowledge and experience to function effectively as an employer or employee are relegated to custodial and clerical positions. Their success in colleges and universities

will depend, to a great extent, upon the quality of services rendered by the administrators, faculty and support service personnel.

PROVIDING THE SENSITIVE AND RESPONSIVE SERVICES

If predominant white colleges and universities are to continue recruiting blacks and other minority students, it is imperative that they have administrators, faculty and support service personnel available that not only are capable, academically and experienced, but also willing and committed to showing positive regard, empathy and congruence in providing the following services to those students:

1. Freshmen orientation
2. Financial Aid
   Loans, Grants and College Work Study
3. Student Housing
4. Health Services
5. Testing
   - The assessment of abilities (aptitudes)
   - The assessment of achievement
   - The measurement of interests
6. Specialized Counseling Services
   - Educational counseling
   - Vocational counseling
   - Personal-social counseling
7. Career Planning and Placement
   - Information about jobs
   - Preparation for jobs
   - Careers
   - Resume writing
   - Interview techniques

8. Cooperative Education

9. Student Activities
   - Student organizations and activities
   - Student government

Effectiveness in Student Services only solves part of the problem. The second arena of prime concern is teachers in the classroom and academic advising. A considerable number of white teachers have problems when they are confronted with the fact that they must teach black and other minority students. Their problems arise from many deep rooted factors. Such factors as their attitudes, personalities, and values that have been molded by their home environment, community organizations, institutions and peer groups that they have been associated, have played and continue to play basic roles in the particular manner in which they deal with these students in a teaching and advisement setting. Those very factors have often unjustly caused many intelligent and competent students to be labeled under-achiever, deviants, militants and the labels go on and on. Many of those who choose to express their freedom of speech in disagreement with their teachers on issues are often caught up in vicious attacks and are victims of dismissal from class or given lower grades below their academic performance.

The plight of black and other minority students in predominant white institutions of higher education are

real problems, problems that should and must be effectively dealt with. Whether the problems are in student affairs, academic affairs, administrative affairs or community affairs, it is imperative and appropriate that the responsible administrators turn their attention and efforts toward developing and implementing educational delivery systems that are sensitive and responsive to the needs and backgrounds of these students. Cultural diversity and pluralism is reality and the system should serve these students in an acceptance and supportive manner.

These students need to be educated, they need to be prepared with the knowledge and skills that will enable them to deal more effectively with unemployment, crime, health care, pollution, housing, etc. They need to be prepared with pride and belief in themselves as human beings, that they are and can continue to be productive citizens of this country in educational, political, economical and social endeavors.

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